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ABSTRACT

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests on word processing cover job tickets, memorandums, reports, and stationery masters. (This competency test package can be coordinated with a slide/tape module.) (KC)

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BASIC SKILLS FOR WORD PROCESSING

Competency Test Package

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OFFICE OCCUPATIONS

BASIC SKILLS FOR WORD PROCESSING

Competency Test Package

Prepared by Donna Hines

Published by
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BASIC SKILLS FOR WORD PROCESSING

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Bill Barnes, Ph.D., Director
Occupational Curriculum Laboratory

INTRODUCTION

This competency test package was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state, this and several other tests have been developed to test competencies taught in audiovisual instructional modules previously developed by the Occupational Curriculum Laboratory. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in this specific subject area.

Evaluation is most successful when objectives are clearly stated in advance of a learning experience and should be used to measure students' attainment of those specific objectives. Competency tests allow teachers to make a judgment about student progress in relation to a pre-determined standard. These standards should reflect those established by the business community for entry level employees. It is important that students understand the criteria that are used to evaluate their competency in a given subject area.

Therefore, materials in the audiovisual modules, as well as the competency test packages, have been developed with student needs and interests in mind. They are designed with flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

Each competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests.

ADMINISTERING COMPETENCY TESTS

TO

SPECIAL NEEDS STUDENTS

Within the wide range of special needs students, fall the physically and mentally handicapped, disadvantaged, and limited English proficient students. These individuals should be viewed on the basis of their potential contributions to the world of work, not on their limiting factors. In considering these students for vocational training, however, it is important to remember the factors that may make a job inaccessible or difficult to perform. Often these difficulties can be overcome or eliminated through modifications in the training program. Performance standards should not be reduced, but rather the student's potential ability should be realistically identified and carefully matched to attainable employment opportunities.

Federal law states that employers must make reasonable efforts to accommodate a worker's handicap (Sections 503 and 504 of the 1973 Rehabilitation Act, P.L. 93-112). The 1976 Education Amendment to the Vocational Education Act (P.L. 94-482) mandates the provision for appropriate vocational training for all special needs students and stresses program and facility accessibility to them. It is therefore important that office education teachers have a basic understanding of special needs students and the problems that may be encountered when working with them.

Much literature has been printed on this topic. Two good resources are published by the Occupational Curriculum Laboratory. The Texas Handbook for Serving Vocational Special Needs Students will be available during the 1984-85 school year. A second publication, Special Needs Adaptations for Office Education Teachers, describes in depth students who are hearing impaired, mentally retarded, physically impaired, and visually handicapped. This handbook also suggests methods for adapting lesson materials to students with any of these handicaps.

This criterion-based test is an excellent means for measuring the competencies of special needs students because their performance is not compared with their "normal" peers. Rather, each student, whether special needs or not, is evaluated in relation to competencies necessary to perform tasks common in the world of work. If necessary, however, these materials can be adapted for special needs students. For example, test materials may be reproduced in large print or questions given orally or recorded for visually impaired students. Additional time to complete answers may be necessary for mentally or physically impaired students and disadvantaged students who are one or more academic grade levels behind. The reading level of questions may also need to be readjusted for the learning disabled, disadvantaged, and limited English proficient students. A translation of the test materials into a student's native language may also be necessary. Hearing impaired students should not have difficulty with this test, as long as directions are clearly explained and/or given in writing. The flexibility of these test materials gives teachers opportunities to adapt evaluation measures to special needs students.

BASIC SKILLS FOR WORD PROCESSING

INSTRUCTOR'S GUIDE
GENERAL INSTRUCTIONS

This competency test package is coordinated with the slide/tape module,

BASIC SKILLS FOR WORD PROCESSING.

The package offers the instructor flexibility of test design to meet the individual needs of instructors and students.

Uses for Competency Tests

1. Pre-Test:

   Materials in this competency test package may be used to pre-test students in this subject area. If a satisfactory level of mastery is demonstrated, no instruction is necessary, and students may pass to a higher level of instruction. Otherwise, the students would proceed with the planned schedule of instruction.

2. Individualized Instruction:

   The slide/tape package, with its accompanying competency test, may be used for individualized instruction. After brief directions from the instructor, the student views the slide/tape presentation, completes the activity packet, and is then ready for the competency test. If test results show a weakness in an area, the student should review that portion of the slide/tape presentation and retake the test. This method, plus extra help from the teacher or a tutor, would be ideal for instructing special needs students. They could progress at a rate that meets their individual needs.

3. Group Instruction:

   The slide/tape package may be used as a supplement to a regular curriculum for group instruction. After viewing the slide/tape presentation, participating in classroom discussion, and completing the student activity packet, the student should be able to demonstrate proficiency in items listed in the performance objectives. The competency test can be used to measure students' progress toward meeting those objectives.

4. Remedial Instruction

   Students in advanced classes who demonstrate a poor understanding of the subject matter may need remedial help. Competency tests in basic skills may be administered to diagnose the problem area(s). For example, students in word processing classes who lack basic English usage skills could take the competency test in this area to locate the deficiency. Once identified, remedial instruction could be initiated.

5. Employment Screening:

   This test material would be useful to employers for screening prospective employees for competency in this subject area. The test could be an effective tool in comparing skills of applicants and/or evaluating the applicant's training if the program is unfamiliar to the employer. Skills of applicants with work experience, but no formal training, could be measured to determine their comprehensive understanding of the subject.

Competency Test Resources

1. List of performance objectives

2. Pool of true-false, multiple choice, fill-in-the-blank, and matching questions for each performance objective

3. Sample, 50-point objective test compiled from this pool of questions that may be easily reproduced and used in a group or individual setting

4. Performance test activities that challenge the student to put the learned skill into practical application

5. Answer keys and a checklist for evaluating the test competencies

6. Color-coded materials for convenience in locating components:

BROWN	-	performance objectives	PERFORMANCE OBJECTIVES
GREEN	-	pool of objective questions	OBJECTIVE QUESTIONS
YELLOW	-	sample objective test	OBJECTIVE TEST
BLUE	-	performance test situations	PERFORMANCE TEST
PINK	-	answer keys	ANSWER KEYS

INSTRUCTOR'S GUIDE
SPECIFIC INSTRUCTIONS

Getting Ready to Test

The instructor should review the list of performance objectives to be certain instruction has been offered for each objective. A review session should be scheduled if needed. After instruction has been completed (either teacher-prepared or the slide/tape package), students will be ready for the competency test, which should include an objective and a performance test.

Preparing the Test

The instructor may choose to use the prepared, 50-point sample objective test or develop an original test from the pool of questions for each performance objective. The competency test should also include all or part of the performance test activities.

After determining which test materials to use, the instructor will prepare and reproduce a sufficient number of copies for the students. A copy of the mailability criteria should be provided for each student.

Prerequisite Skills

To satisfactorily complete this competency test, the student will need the following skills which are not taught in this slide/tape presentation:

1. A basic knowledge of English usage
2. A basic knowledge of styles of letters, memoranda, reports and tables
3. A basic knowledge of proofreading symbols
4. Accurate typing skills
5. If available and training has previously been or is concurrently being provided, a knowledge of the operation of automatic word processing equipment.

Needed Equipment and Supplies

In addition to the test materials, the student will need typing paper, supplies for making neat corrections, and access to a typewriter or word processing equipment.

Administering the Test in a Group or Individual Setting

1. Prepare and/or collect the test forms, supplies, and necessary equipment.

2. Prepare the room with adequate seating, sufficiently spaced to maintain control.

3. Provide a well-lighted place for each student, with adequate supplies, equipment, and workspace that is free from distractions.

4. Allow sufficient time to administer the test. The objective and performance tests need to be scheduled during different class periods.

5. Distribute and explain the criteria for mailability.

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6. Give general instructions and distribute the test and necessary supplies. Ask if there are any questions.

7. Monitor students during the administration of the test to provide control for valid results.

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PERFORMANCE OBJECTIVES

1. The student will be able to name and explain the three components of any word processing system.

2. The student will be able to list the names of three appropriate reference books used by word processors and describe the information each provides.

3. The student will be able to edit input for grammar, spelling, capitalization, expression of numbers, and cohesiveness.

4. The student will be able to output mailable documents from handwritten input.

5. The student will be able to output mailable documents from rough draft input with light and/or heavy revisions.

6. The student will be able to proofread output accurately.

7. The student will be able to compute productivity figures.

8. The student will demonstrate an understanding of basic word processing terminology.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's competency in this area. The checklist is not intended as a method of grading, but merely as a means of determining whether or not the student has mastered the competencies presented in the list of performance objectives. Place a check mark in the column at the right of each competency if it is satisfactorily completed.

1. 50-point Objective Test (approximate time: 45 minutes) completed with at least 70 percent accuracy. ____

2. Performance Test (approximate time: 50 minutes for all problems)

   A. Memorandum from handwritten text
      (1) The memorandum is typed on the provided form. ____
      (2) The memorandum is neatly typed and attractively placed on the page. ____
      (3) The memorandum has been correctly edited for grammatical errors. ____
      (4) The memorandum has been accurately proofread. ____
      (5) The word processing log has been accurately completed. ____
      (6) The production rate has been accurately calculated. ____
      (7) Rate the mailability of this document: M+, M, M-. ____

   B. Letter from heavily revised rough draft
      (1) The letter is typed on the provided stationery. ____
      (2) The letter is typed in block format. ____
      (3) The letter is neatly typed and attractively placed on the page. ____
      (4) The letter has been correctly edited for grammatical errors. ____
      (5) The letter has been accurately proofread. ____
      (6) The word processing log has been accurately completed. ____
      (7) The production rate has been accurately calculated. ____
      (8) Rate the mailability of this document: M+, M, M-. ____

   C. Report from lightly revised rough draft
      (1) The report is typed on plain bond paper. ____
      (2) The report has a two-inch top margin. ____
      (3) The report has one-inch side and bottom margins. ____
      (4) The report is neatly typed. ____
      (5) The table is accurately typed and placed in the report. ____
      (6) The report has been correctly edited for grammatical errors. ____
      (7) The report has been accurately proofread. ____
      (8) The word processing log has been accurately completed. ____
      (9) The production rate has been accurately calculated. ____
      (10) Rate the mailability of this document: M+, M, M-. ____

D. Letter from handwritten draft

(1) The letter is typed on plain bond paper. _____
(2) The letter is typed in modified block format. _____
(3) The letter is neatly typed and attractively placed on the page. _____
(4) The letter has been edited for grammatical errors, and the twelve errors have been corrected. _____
(5) The letter has been accurately proofread. _____
(6) The word processing log has been accurately completed. _____
(7) The production rate has been accurately calculated. _____
(8) Rate the mailability of this document: M+, M, M-. _____

CRITERIA FOR MAILABLE DOCUMENTS

The criteria for evaluating mailability of performance test activities is adapted from the 1982-83 Secondary Competitive Events Guidelines, which includes three levels of mailability: M+, M, M-. Documents will be accepted in any approved style or format, or as specified in the directions. Credit can be given for partially completed problems.

I. M+ Mailable, perfect

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Contains no omissions in the body or opening and closing lines.
- D. Neatly completed with good placement of document on the page.

II. M Mailable

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Neatly made but excessive corrections.
- D. Less than ideal placement or spacing of the document on the page.
- E. Omission of enclosure notation or reference initials.
- F. Acceptable but undesireable division of words.
- G. Acceptable but not most desireable use of capitalization or punctuation.
- H. Omission or addition of word or words that do not change the meaning of a sentence.

III. M- Not Mailable

- A. Instructions were not followed.
- B. Uncorrected typographical errors.
- C. Uncorrected, obvious strikeovers.
- D. Misspelled words.
- E. Essential punctuation or capitalization violation.
- F. Basic grammar violations.
- G. Omission or addition of word or words that change the meaning of a sentence.
- H. Total incorrect placement or spacing of the document on the page.
- I. Omission of a part of the document, i.e., date, inside address.
- J. Distracting corrections, i.e., obvious use of liquid paper or correction tape, smudges, hole in paper, poor alignment, and incomplete erasures.

OBJECTIVE TEST FOR:
BASIC SKILLS FOR WORD PROCESSING

NAME_____

DATE_____

Circle T for TRUE and F for FALSE for the following statements.

T F 1. A job request ticket gives directions about how to process the output.

T F 2. Correct sentence structure and paragraph sequencing are the sole responsibility of the originator of the document.

T F 3. A common error in proofreading is reading what is expected to be there instead of what actually appears.

T F 4. Do not disturb the principal if you have a question about the input.

T F 5. When proofreading, double-check figures number by number.

T F 6. The ability to spell, punctuate, and capitalize correctly is a vital skill for word processing operators.

Circle the answer(s) that best fit the statements below.

7. To find a list of state abbreviations, use a
   A. dictionary B. thesaurus C. secretarial manual

8. To find the definition of the word "pagination," use a
   A. dictionary B. thesaurus C. secretarial manual

9. To find a synonym for the word, use a
   A. dictionary B. thesaurus C. secretarial manual

10. To find the correct use of punctuation marks, use a
    A. dictionary B. thesaurus C. secretarial manual

11. To determine how many pages will result from a given amount of handwritten or dictated material, word processing operators use
    A. language skills B. typing skills C. math skills

12. Four aspects of the input process are
    A. machine dictation D. final copy G. reprographic equipment
    B. creation of text E. proofreading H. longhand text
    C. shorthand dictation F. keyboarding I. word processing equipment

13. Five aspects of the output process are
    A. machine dictation D. final copy G. reprographic equipment
    B. creation of text E. proofreading H. longhand text
    C. shorthand dictation F. keyboarding I. word processing equipment

Fill in the blanks with an appropriate word or phrase.

14. List three components of any word processing system.

_____ _____ _____

15. List three common documents that word processing operators output.

_____ _____ _____

Indicate the commonly used proofreader's marks for the following:

16. DELETE_____

17. CAPITALIZE_____

18. INSERT_____

19. TRANSPOSE_____

20. LOWER CASE_____

21. INSERT PUNCTUATION_____

22. SPELL OUT_____

23. DOUBLE SPACE_____

24. LEAVE A SPACE_____

2 NEW PARAGRAPH_____

26-35. Mark the errors with the proper pr reader's marks and make the necessary corrections in the following parag hs. (10 points possible)

Almost overnight, Word Processi.. has become a $475 billion industry offerring a variety of systems to handle both input & output. It is estimated that roughly 80% of managements time is devoted to communicating from 150 to 300 information transactions daily. This staggering growth in both the volume and cost of transmitting information is forceing business leader's to seek new methods. word procesing provides a logical application with huge potenil savings Typically an executive writes or dictates a letter of memo with the secretary then types and returns for feview and approval. Changes is made and it is retyped, copied, distributed, and filled. That relatively simple process, however can end in the nightmare of author corrections and thpist errors, requiring a costly duplication of effort

According to research studys, the cost of producing a single letter in 1985 will exceed %6.00. A new Yourk based consulting firm has said that a standard business letter can cost as much as $14 too $18. Management are faced with the problem of highsalaries benefits overhead and traditional methods of business communications that is to slow. Four out of 5 researchers agree that word processing is the answer for more effeshent operation.

TERMINOLOGY TEST

WORD PROCESSING CONCEPTS AND PROCEDURES

Match the following terms to their definitions below:

A Input	F Document	K Photocomposition
B Output	G Job Ticket	L Administrative Support
C Draft	H Keyboarding	M Word Processing System
D Principal	I Transcription	N Word Processing Center
E Satellite	J Active Document	O Word Processing Specialist

____36. The combination of specific procedures, methods, equipment, and people designed to perform and improve the input, output, and distribution of written communication.

____37. The room or designated area with equipment and personnel for processing written communication.

____38. A person responsible for producing all types of documents using word processing equipment.

____39. A work group composed of word processing specialists, administrative support secretaries, or both, which may serve a department, a floor, or any group of principals in a company.

____40. One of the two areas of specialization found in a word processing system. Nontyping activities, such as handling the mail, answering the telephone and filing are performed by a specialized secretarial team.

____41. A person who originates paperwork.

____42. Information or ideas in raw form.

____43. Entering information by operating a keyboard.

____44. The final results after the input is processed, revised, and printed out.

____45. Putting material into typed form by photographing on light-sensitive paper.

____46. A form, attached to the work that is to be completed, which provides the word processing specialist with the information necessary to complete the project.

____47. A rough, unedited copy.

____48. A copy.

____49. A document requiring original thought, which includes research, organization, proofreading, and revision.

____50. To produce typed copy from information recorded on a medium or on paper.

Performance Objective 1 The student will be able to name and explain the three components of any word processing system.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. A job request ticket gives directions about how to process the output.

T F 2. The input procedure involves creating the original text.

T F 3. The output procedure results in the final copy of the material being processed.

4. List the three components of any word processing system.

_____ _____ _____

Circle the answers that best fit the statements.

5. Four aspects of the input process are

A. machine dictation	D. final copy	G. reprographic equipment
B. creation of the text	E. proofreading	H. longhand text
C. shorthand dictation	F. keyboarding	I. word processing equipment

6. Five aspects of the output process are

A. machine dictation	D. final copy	G. reprographic equipment
B. creation of the text	E. proofreading	H. longhand text
C. shorthand dictation	F. keyboarding	I. word processing equipment

7. Define the duties of the following types of personnel.

Word processing personnel _____

_____

8. Administrative support personnel _____

_____

9. List three common documents that word processing operators output.

_____ _____ _____

10. List seven important skills necessary for word processing.

_____ _____

_____ _____

_____ _____

_____

OBJECTIVE QUESTIONS

Match the definitions in Column 2 with the type of word processing system in Column 1.

11. ____Centralized Word Processing System

12. ____Decentralized Word Processing System

13. ____Integrated Word Processing System

14. ____Special-Purpose Word Processing System

A. A center that performs typing jobs that are extremely long or that require extensive editing or revising.

B. Two distinct work centers that perform all of the typing and administrative support duties of the company.

C. Several small work groups, each of which is composed of both word processing personnel and administrative support personnel, located throughout the organization to serve departments, sections, floors, etc.

D. The traditional secretary performs both typing and administrative support functions, using either a traditional typewriter or more sophisticated text-editing equipment.

Performance Objective 2 The student will be able to list the names of three appropriate reference books used by word processing operators and describe the information each provides.

Circle the answers that best fit the statements below.

1. The following three basic reference books are necessary for word processing operators.
   A. personnel manual C. dictionary E. typing drills textbook
   B. thesaurus D. encyclopedia F. secretarial manual

2. To find the definition of the word "pagination," use a
   A. dictionary B. thesaurus C. secretarial manual

3. To find a list of state abbreviations, use a
   A. dictionary B. thesaurus C. secretarial manual

4. To find the correct spelling of a word, use a
   A. dictionary B. thesaurus C. secretarial manual

5. To find a synonym for a word, use a
   A. dictionary B. thesaurus C. secretarial manual

6. To find the correct use of punctuation marks, use a
   A. dictionary B. thesaurus C. secretarial manual

List and briefly explain the use of three basic reference books used by word processing operators.

7. _____

_____

8. _____

_____

9. _____

_____

OBJECTIVE QUESTIONS

Performance Objective 3 The student will be able to edit input for grammar, spelling, capitalization, expression of numbers, and cohesiveness.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. The ability to spell, punctuate, and capitalize correctly is a vital skill for word processing operators.

T F 2. Alphabetizing is a skill seldom used by word processing operators.

T F 3. Correct sentence structure and paragraph sequencing are the sole responsibility of the originator of the document.

4. Mark the errors with the proper proofreader's marks and make the necessary corrections in the following paragraphs.

Almost overnight, Word Processing has become a $475 billion industry offerring a variety of systems to handle both input & output. It is estimated that roughly 80% of managements time is devoted to communicating from 150 to 300 information transactions daily. This staggering growth in both the volume and cost of transmitting information is forceing business leader's to seek new methods. word procesing provides a logical application with huge potenil savings Typically an executive writes or dictates a letter of memo with the secretary then types and returns for feview and approval. Changes is made and it is retyped, copied, distributed, and filled. That relatively simple process, however can end in the nightmare of author corrections and thpist errors, requiring a costly duplication of effort

According to research studys, the cost of producing a single letter in 1985 will exceed %6.00. A new Yourk based consulting firm has said that a standard business letter can cost as much as $14 too $18. Management are faced with the problem of highsalaries benefits overhead and traditional methods of business communications that is to slow. Four out of 5 researchers agree that word processing is the answer for more effeshent operation.

Performance Objective 4 The student will be able to output mailable documents from handwritten input.

No objective questions, performance activities only.

Performance Objective 5 The student will be able to output mailable documents from rough draft input with light and/or heavy revisions.

No objective questions, performance activities only.

Performance Objective 6 The student will be able to proofread output accurately.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. A common error in proofreading is reading what is expected to be there instead of what actually appears.

T F 2. Proofread as fast as possible to save time.

T F 3. When proofreading, double-check figures number by number.

T F 4. Do not disturb the principal if you have a question about the input.

T F 5. When proofreading, you should have a dictionary, thesaurus, and a secretarial manual available.

Indicate the commonly used proofreader's marks for the following:

6. DELETE _____
7. CAPITALIZE _____
8. INSERT _____
9. TRANSPOSE _____
10. LOWER CASE _____
11. INSERT PUNCTUATION _____
12. SPELL OUT _____
13. DOUBLE SPACE _____
14. LEAVE A SPACE _____
15. NEW PARAGRAPH _____

Performance Objective 7 The student will be able to compute productivity figures.

1. To determine how many typed pages will result from a given amount of handwritten or dictated material, the word processing operator uses

   A. language skills B. typing skills C. math skills

2. Briefly explain the procedures for computing the adjusted line rate.

_____

_____

_____

_____

BASIC SKILLS FOR WORD PROCESSING

Performance Objective 8 The student will demonstrate an understanding of basic word processing terminology.

WORD PROCESSING EQUIPMENT AND TERMINOLOGY

Match the following terms to their definitions below:

A Logic	F Hard Copy	K Turnaround Time
B Editing	G Facsimile	L Telecommunications
C Software	H Access Time	M Endless Loop Medium
D Hardware	I Discrete Media	N Cathode Ray Tube Screen (CRT)
E Interface	J Electronic Mail	O Optical Character Recognition Reader

____1. Recording media which can be removed and stored, mailed, or placed in other equipment.

____2. A sealed, continuous loop of magnetic tape used for recording information.

____3. A device used to scan and recognize printed characters and change them into digital signals for input into a magnetic medium.

____4. A component of the display text-editor.

____5. A device which transmits a picture of the hard copy over telephone lines.

____6. Programs which instruct or control the operations of a computer.

____7. Communications transmitted in digital code between locations and reproduced on paper at the destination.

____8. The transmission of information between locations by means of electrical or electromagnetic systems, such as telephone or telegraph.

____9. The time required to transfer information from an input unit to the location in memory where it will be stored.

___10. The actual amount of time that elapses from the point when a document is inputted to that time when it is produced in final, output form.

___11. Written, typed, or printed copy; a document.

___12. The electrical, electronic, magnetic, and mechanical devices used in a system.

___13. Linking two machines or systems together.

___14. The instructions which are programmed into a system to make it perform all designated functions.

___15. Correcting and revising a copy before it is put into final form and printed.

WORD PROCESSING CONCEPTS AND PROCEDURES

Match the following terms to their definitions below:

A Input	F Document	K Photocompostion
B Draft	G Job Ticket	L Administrative Support
C Output	H Keyboarding	M Word Processing System
D Principal	I Transcription	N Word Processing Center
E Satellite	J Active Document	O Word Processing Specialist

____1. The combination of specific procedures, methods, equipment, and people designed to perform and improve the input, output, and distribution of written communication.

____2. The room or designated area with equipment and personnel for processing written communication.

____3. A person responsible for producing all types of documents, using word processing equipment.

____4. A work group composed of word processing specialists, administrative support secretaries, or both, which may serve a department, a floor, or any group of principals in a company.

____5. One of the two areas of specialization found in a word processing system. Nontyping activities, such as handling the mail, answering the telephone and filing are performed by a specialized secretarial team.

____6. A person who originates paperwork.

____7. Information or ideas in raw form.

____8. Entering information by operating a keyboard.

____9. The final results after the input is processed, revised, and printed out.

___10. Putting material into typed form by photographing on light-sensitive paper.

___11. A form, attached to the work that is to be compieted, which provides the word processing specialist with the information necessary to complete the project.

___12. A rough, unedited copy.

___13. A copy.

___14. A document requiring original thought, which includes research, organization, proofreading, and revision.

___15. To produce typed copy from information recorded on a medium or on paper.

OBJECTIVE QUESTIONS

BASIC SKILLS FOR WORD PROCESSING

PERFORMANCE TEST

1. Before starting the performance test, collect necessary supplies, stationery, reference books, etc.

2. Follow the directions on the enclosed job tickets to transcribe the input into mailable documents using the specified format and stationery. Complete the bottom portion of each job ticket.

3. Use appropriate references to find needed information.

4. Edit the input for grammar, spelling, capitalization, expression of numbers, and cohesiveness.

5. Proofread output and correct all errors.

6. Record the time in hours and minutes and other appropriate data on the Word Processing Log below.

7. Compute the adjusted lines by using the adjustment factor guide below. Count the number of lines typed and multiply that number by the adjustment factor to calculate the adjusted lines. The second page of the report contains a table. Consider the table separate from the body, and compute two adjusted line-count figures for this document.

8. When all jobs have been completed, total the columns for the amount of time, lines typed, and adjusted lines.

9. Return all test papers to your instructor along with your mailable documents.

WORD PROCESSING LOG

Job #	Author	Time In	Time Out	Amount of Time	Number of Lines Typed	Adjust. Factor	Adjusted Lines
TOTALS	XXXX	XXX	XXX			XXXX	

WORD PROCESSING ADJUSTMENT FACTOR GUIDE

LETTERS, MEMOS, REPORTS

Input Mode	Adjustment Factor
Straight Copy	1.00
Handwritten	1.25
Light Revision	1.10
Heavy Revision	1.50
Statistical	2.00

TABLES

Input Mode	Adjustment Factor		
	2-column	3-column	4-column
Straight Copy	1.50	1.75	2.00
Handwritten	1.75	2.00	2.25
Light Revision	1.60	1.70	1.80
Heavy Revision	2.25	2.50	2.75
Statistical	2.75	3.00	3.25

JOB TICKET

Job No. 1 Date in (current)
Originator Chris Stover
Input description Handwritten Memo

Line indent _____ Ragged margin ✓
Para indent ✓ Graphic arts _____
Stationery Memo form
Special Instructions 80 space line

Operator _____
Date out _____
Time used _____ Lines typed _____
Line-count adjustment x _____
TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 2 Date in (current)
Originator Chris Stover
Input description Letter
Heavily revised

Line indent _____ Ragged margin ✓
Para indent _____ Graphic arts _____
Stationery Letterhead
Special Instructions Add the current date, type in block format. 70 space line.

Operator _____
Date out _____
Time used _____ Lines typed _____
Line-count adjustment x _____
TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 3 Date in (current)
Originator Jack Ballinger
Input description Report
lightly revised

Line indent _____ Ragged margin _____
Para indent ✓ Graphic arts _____
Stationery Bond paper
Special Instructions 2" top margin on first page, 1" top, side, and bottom margins on second page.

Operator _____
Date out _____
Time used _____ Lines typed _____
Line-count adjustment x _____
TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 4 Date in (current)
Originator Susan Anderson
Input description Letter
Handwritten draft

Line indent _____ Ragged margin ✓
Para indent _____ Graphic arts _____
Stationery White bond paper
Special Instructions Make any necessary corrections; type in Modified Block format. 70 space line.

Operator _____
Date out _____
Time used _____ Lines typed _____
Line-count adjustment x _____
TOTAL ADJUSTED LINES _____

Memo

To: Jack Ballinger

From: Chris Stover

Date: (current date)

Subject: Employment Trends Report

Thank you for the excellent job you did on the report for Susan Anderson. The information you compiled in response to her research questions will be a help to me as well. The figures show that changes in our training procedures and improvement of employment services have benefitted the company with a lower turnover rate.

The report was well done.
Thanks again, Jack.

Ms. Susan Anderson
ETSU Station,
P.O. Box 837
East Texas State University
Commerce, ~~Texas~~ TX 75428

Dear ~~Susan~~: Ms. Anderson

Our company is pleased to ~~help~~ assist you with your research project ~~about~~ concerning employment trends ~~turnover rate~~ in the east Texas area. We are happy to answer your questions from data ~~we have~~ on file and from personal observations about our company's employment policies.

Jack Ballinger in our personnel department was instrumental in preparing the enclosed report. It should answer your questions and the compilation of these facts will be an asset to my department as well. I agree with your thesis that education of employees is an important factor in personnel turnover. Well-trained employees are an asset ~~to the company~~ and tend to remain with the company for a longer tennure.

May you have complete success in the ~~your~~ project you are undertaking. I look forward to seeing a copy of the final report. If we can be of further assistance, please feel free to call upon us.

Sincerely,

Chris Stover, Personnel Manager

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enclosure

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ds EMPLOYMENT TRENDS
American Engineering Association

Collection of data about applicants is accomplished through the application blank, interview, and employment testing. We consider the interview as the most important of the three, regardless of the type of position for which the applicant is applying. The value of the interview lies in its ability to reveal personality characteristics, English usage, appearance, and in many cases, judgement. The employment tests are used to confirm or deny the decision based on the interview.

Our sources of labor supply ~~is~~ are widespread. The one we use at a particular time depends upon the position to be filled. For example, most of our technicians and clerical staff are acquired from the trade schools in our city. For ordinary laborers, we rely on the job-seekers who visit the employment office daily, while our professional and administrative needs are taken care of through college recruitment. We do not use newspaper advertisements unless we have an opening in a field in which the number of qualified persona is very limited.

Our training program for plant employees is of utmost importance. It begins with a tour of the entire plant so that each may see what part they play in the overall function. Formal training is given both in the classroom and on the job. Since actual working conditions are difficult to simulate in the classroom, each lecture is supplemented by practical demonstrations in the plant. The classroom material is covered in 6 weeks, after which time the new employee is put under the supervision of an experienced employee until enough skills are acquired to do the work on one's own.

PERFORMANCE TEST

Employment trends can best be shown by the following table that compares average education of our employees with our annual turnover rate.

YEAR	Total EMPLOYEES	AVERAGE EDUCATION (YEARS)	ANNUAL TURNOVER RATE
1978	470	12.0	27.3%
1979	550	12.0	29.1%
1980	500	13.4	25.6%
1981	570	14.0	21.8%
1982	600	14.5	19.4%
1983	620	15.1	17.7%

8 spaces between columns ds body

In addition to increased education levels, we believe that improvements in employee benefits ~~has~~ have reduced our turnover rate. As morale builders we have added in recent years a central cafeteria, recreational hall, credit union, health services, and organized athletics. Attitude surveys are administered throughout the plant every 4 months. It is our contention that happy, well-trained employees stay with the company and thereby reduce the turnover rate.

ETSU Station Box 837
East Texas State University
Commerce, TX 75428
(current date)

Ms. Chris Stover
American Engineering Association
883 Parrish Street
Philadelphia, PA 19123

Dear Ms. Stover:

Thank you for the excelent information you and your staff provided for my research project. At present I am tabulateing the data and hope to have the final report completed within 2 months.

35 companys responded to my survey questionnaire. Aeliminary results indicate a high correlation between education levels and employment turn-over rates. I believe the results of my study can be used too persuade employers to up-grade in house training programs and to offer monetary reimbursement to employees whom enroll in local community college or university programs.

In our fast changing world of work continueing education must have a vital place. Progressive employers that realize the practical value of better trained workers are providing these Kinds of opportunities for there employees.

Once again, thank you for your assistance. I will send you a copy of the final report when its completed

Yours Truely,

Susan Anderson

American Electronics Co.

MEMO

To:

From:

Date:

Subject:

BASIC SKILLS FOR WORD PROCESSING

ANSWER KEYS

50—Point Test

1. F	7. C		16.
2. F	8. A		17.
3. T	9. B		18.
4. F	10. C		19.
5. T	11. C		20.
6. T	12. A, B, C, H		21.
	13. D, E, F, G, I		22.
	14. people, procedures, equipment		23. d.s.
	15. letters and memos		24. #
	business reports or manuscripts		25. #
	tabulated material		

26 - 35 (40 corrections x 1/4 = 10 points possible)

Almost overnight, ~~W~~word ~~p~~Processing has become a $475 billion industry offering a variety of systems to handle both input and output. It is estimated that roughly 80% of management's time is devoted to communicating from 150 to 300 information transactions daily. This staggering growth in both the volume and cost of transmitting information is forcing business leaders to seek new methods. Word processing provides a logical application with huge potential savings. Typically an executive writes or dictates a letter of memo which the secretary then types and returns for review and approval. Changes are made and it is retyped, copied, distributed, and filed. This relatively simple process, however, can end in the nightmare of author corrections and thpist errors, requiring a costly duplication of effort. →According to research studys, the cost of producing a single letter in 1985 will exceed $6.00. A new York-based consulting firm has said that a standard business letter can cost as much as $14 too $18. Management are faced with the problem of high salaries, benefits, overhead, and traditional methods of business communications that are too slow. Four out of five researchers agree that word processing is the answer for more efficient operation.

ANSWERS TO TEST

BEST COPY AVAILABLE

36. M
37. N
38. O
39. E
40. L
41. D
42. A
43. H
44. B
45. K
46. G
47. C
48. F
49. J
50. I

Performance Objective 1

1. F
2. T
3. T
4. people, procedures, equipment
5. A, B, C, H
6. D, E, F, G, I
7. perform the typing duties
8. assist the principals by performing basic administrative duties, such as mail, telephone, filing.
9. Letters and memos
   Business reports or manuscripts
   Tabulated material
10. Transcription, proofreading, grammatical, mathematics, typing, use of references, an understanding of the concepts and theory of word processing
11. B
12. C
13. D
14. A

Performance Objective 2

1. B, C, F
2. A
3. C
4. A
5. B
6. C
7. Dictionary-used for correct spelling and definitions
8. Thesaurus- used to find synonyms for common words
9. Secretarial Manual-provides general information on office procedures and practices.

BEST COPY AVAILABLE

Performance Objective 3

1. T
2. F
3. F
4. (40 corrections necessary)

Almost overnight, ~~word~~ Word ~~processing~~ processing has become a $475 billion industry ~~offering~~ offering a variety of systems to handle both input and output. It is estimated that roughly 80% of management's time is devoted to communicating from 150 to 300 information transactions daily. This staggering growth in both the volume and cost of transmitting information is forcing business leaders to seek new methods. Word processing provides a logical application with huge potential savings. Typically an executive writes or dictates a letter or memo which the secretary then types and returns for review and approval. Changes are made and it is retyped, copied, distributed, and filed. This relatively simple process, however, can end in the nightmare of author corrections and typist errors, requiring a costly duplication of effort. According to research studies, the cost of producing a single letter in 1985 will exceed $6.00. A New York-based consulting firm has said that a standard business letter can cost as much as $14 to $18. Management is faced with the problem of high salaries, benefits, overhead, and traditional methods of business communications that are too slow. Four out of five researchers agree that word processing is the answer for more efficient operation.

Performance Objective 4

None

Performance Objective 5

None

ANSWERS TO TEST

BEST COPY AVAILABLE

Performance Objective 6

1. T
2. F
3. T
4. F
5. F
6. Delete
7. Capitalize ≡
8. Insert ∧
9. Transpose
10. Lower case
11. Insert punctuation ⊙
12. Spell out
13. Double space ds
14. Leave a space #
15. New paragraph ¶

Performance Objective 7

1. C
2. Count all lines typed. Locate the adjustment factor from the guide for the type of document produced. Multiply the total lines typed times the adjustment factor to obtain the adjusted line count.

Performance Objective 8

Equipment and Terminology

1. I
2. M
3. O
4. N
5. G
6. C
7. J
8. L
9. H
10. K
11. F
12. D
13. E
14. A
15. B

Concepts and Procedures

1. M
2. N
3. O
4. E
5. L
6. D
7. A
8. H
9. C
10. K
11. G
12. B
13. F
14. J
15. I

BEST COPY AVAILABLE

American Electronics Co.

MEMO

To: Jack Ballinger

From: Chris Stover

Date: (current date)

Subject: Employment Trends Report

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The report was well done. Thanks again, Jack.

WORD PROCESSING LOG

Job #	Author	Time In	Time Out	Amount of Time	Number of Lines Typed	Adjust. Factor	Adjusted Lines
1	Stover				10	1.25	12.5
2	Stover				23	1.50	34.5
3	Ballinger	Answers will vary.			32	1.10	35.2
3	Ballinger				9	1.80	16.2
4	Anderson				26	1.25	32.5
TOTALS	XXX	XXX	XXX		100	XXX	130.9

ANSWER KEYS

American Electronics Co.

1303 Chestnut Way *Point Blank, TX 76306*

Job #2

November 3, 19--

Ms. Susan Anderson
ETSU Station, P. O. Box 837
East Texas State University
Commerce, TX 75428

Dear Ms. Anderson:

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May you have complete success in the project you are undertaking. I look forward to seeing a copy of the final report. If we can be of further assistance, please feel free to call upon us.

Sincerely,

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Chris Stover
Personnel Manager

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Enclosure

EMPLOYMENT TRENDS

American Engineering Association

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Our sources of labor supply are widespread. The one we use at a particular time depends upon the position to be filled. For example, most of our technicians and clerical staff are acquired from the trade schools in our city. For ordinary laborers, we rely on the job-seekers who visit the employment office daily, while our professional and administrative needs are taken care of through college recruitment. We do not use newspaper advertisements unless we have an opening in a field in which the number of qualified personnel is very limited.

Our training program for plant employees is of utmost importance. It begins with a tour of the entire plant so that employees may see what part they play in the overall function. Formal training is given both in the classroom and on the job. Since actual working conditions are difficult to simulate in the classroom, each lecture is supplemented by practical demonstrations in the plant. The classroom material is covered in six weeks, after which time the new employee is put under the supervision of an experienced employee until enough skills are acquired to do the work on one's own.

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Once again, thank you for your assistance. I will send you a copy of the final report when it's completed.

Yours truly,

Susan Anderson